

**Curriculum & Instruction Committee**  
**Meeting notes for March 11, 2015**  
**Revised April 10, 2015**

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|------------------------|--|
| <b>Present</b>         | Ahmad El-Moussa, Jeffrey Grynawiski, Patricia Jarosz, Aaron Martin, Fayetta Martin, Joseph Rankin, Marsha Richmond, Ryan Standfest, Mark VanBerkum, Barrett Watten |
| <b>Absent w Notice</b> | Frances Brockington, Victoria Dallas, Casey Westerman  |
| <b>Guest</b>           | Karen McDevitt   |

As Dr. Karen McDevitt teaches almost totally online she was invited to demonstrate to the committee how her courses are set up.

For winter 2015 she is teaching

- COM 2010/ENG2450 (VP) Introduction to Film
- COM 3010 (WI) Media Analysis and Criticism
- COM 6270 New Media Theory

She provided a walkthrough of how her Blackboard site is set up for both classes.

This included the opening page



The screenshot shows the Wayne State University Blackboard course homepage for 'INTRODUCTION TO FILM'. The main title 'INTRODUCTION TO FILM' is at the top. Below it is a grid of movie posters. A sidebar on the left lists course links like 'Announcements', 'Discussion Board', 'Assignments', 'Faculty Resources', and 'Help'. A large photo of a woman is in the center.

She noted that one of the first assignments that the students are asked to complete is a brief bio on who they are. This functions both as an introduction and it provides her with an idea of the students writing style. (This is done for both the undergrad and the graduate class.)



The screenshot shows the 'Our Class Profiles' section of the Blackboard course. It features a 'Create Wiki Page' button and a list of student profiles. One profile is shown in detail, featuring a photo of two people and their dogs, and a text entry about the interdisciplinary nature of communication.

A discussion board requires the students to post comments to the film clips that are set

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The screenshot shows the Wayne State University Blackboard interface. On the left, there's a sidebar with course navigation like 'New Media Theory - Winter 2015 (ECON 4202, ECON 2604)'. The main area is titled 'Discussion Board' with a sub-instruction: 'Forums are made up of individual discussion threads that can be organized around a particular subject. Create forums to organize discussions.' Below this is a 'Create Forum' button and a search bar. A table lists forums with columns: 'Forum', 'Description', 'Total Posts', 'Unread Posts', and 'Total Participants'. The forums listed are: Week 11: Communication (37 posts, 18 participants); Week 10: Socialization (39 posts, 17 participants); Week 8: Power + Control (41 posts, 18 participants); Week 7: Mapping Messages (38 posts, 18 participants); Week 6: Learning (45 posts, 17 participants); and Week 5: Here + Not (42 posts, 17 participants).

for each week.

One of the components that she uses for both classes is a discussion on Media Ethics.

The screenshot shows a discussion forum titled 'MEDIA ETHICS' from the Wayne State University Blackboard system. The main content area features a large image of a Fox News channel broadcast with the word 'ALERT' prominently displayed. Below the image, there's a text box with the following message: 'Let's start this week by considering a couple of points made by Luu and Seeba during our discussion about Strategic Communication. In particular, Seeba suggested that "a good advertisement is one that makes the consumer feel that they belong to a community or their own. Making them into thinking that they are responsible for the choice they are making and therefore validating that choice." Yet, as Luu pointed out, "What really is the deal? I mean, why do public relations and respond to all of these advertisements, especially if we are little different from the average person? We are not the ones who need to be sold to. We are the ones who are being persuaded by what seems to be much more simple, but I guess that just shows how powerful media is." Well said, both of you. Very well said. Each statement is of paramount concern to this week's topic.' At the bottom, it says 'It is not without reason that Peurifoy and McDonald begin their Chapter 10 with a review of the explosive of [Social Justice](#), along with their mention of fellow [Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#), [YouTube](#), and [Google](#). Ben'.

As a means to encourage discussion, she provides links to current events that relate to all types of media, technology and ethics.

During the discussion, she mentioned the changes she has seen in the last ten years of technology that has only added to the learning experience.

She mentioned that we might want to access the 2015 Online Learning Infographic from the Online Learning Consortium (formerly Sloan): <http://onlinelearningconsortium.org/>. This provides current trends on online learning.

At the OLC provides the 2014 Survey of Online Learning (they have conducted survey for 13 years): <http://onlinelearningconsortium.org/read/survey-reports-2014/> She noted that the most significant results are these:

- The percent of academic leaders rating the learning outcomes in online education as the same or superior to those in face-to-face remained unchanged at 74.1%.
- The proportion of chief academic leaders reporting online learning is critical to their long-term strategy reached a new high of 70.8%.
- Only 28.0% of academic leaders say that their faculty accept the “value and legitimacy of online education.”

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She also suggested that we might want to look at the following

- Penn State as they have a number of online learning resources, including a thorough means for Faculty Peer Review of Online Teaching: <http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>
- Michigan State provides some good information for evaluating online courses: <http://fod.msu.edu/oir/evaluating-online-courses>
- Stanford is representative of higher-ed institutions that have moved to online evaluations (for all courses), asking students to complete the forms BEFORE their grades are released:  
<http://studentaffairs.stanford.edu/registrar/students/course-evals>
- The University of Oregon provides another good example of this growing practice: <https://registrar.uoregon.edu/course-evaluations>

Monica Brockmeyer and Tom Fischer will be guests for April 8

JEF